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*How to Speak in Public.* By GRENVILLE KLEISER. New York and London: Funk and Wagnalls Co., 1906. Pp. x+533. \$1.25, net.

The title of this book suggests that at last the secret is out, and we are to know exactly how to make of ourselves effective public speakers. Even in the preface, however, the author gives us to understand that his book is mainly a compilation of exercises and selections.

We find no exaggeration in this statement, for three hundred and fourteen pages are devoted to "Selections for Practice," one hundred and twenty-seven to paragraphs and stanzas for practice, eleven to words, sentences, etc., for practice, while about eighty-one contain the author's definitions, suggestions, quotations, exercises, etc.

Part I of this book deals briefly with the physiology of speech, and gives a simple, practical method of developing abdominal breathing. The importance of correct enunciation is emphasized, and numerous words and exercises are given for practice. Purity, flexibility and compass, brilliancy, resonance, volume—attributes of voice—are briefly defined, and specific exercises are assigned for securing these factors of expression. Modulation and gesture are next analyzed, and so explained that the student may work directly toward their attainment.

In Part II is a brief presentation of the psychological aspect of speech. Pausing is first discussed, and co-ordinately with this topic is presented emphasis. But under this head the pause is declared to be a principal means of emphasis. Inflection, "picturing," concentration, spontaneity, conversation, simplicity, sincerity, aim and purpose, confidence, earnestness, the emotions, and Bible-reading are topics very briefly treated. Nevertheless, the student is given a clear idea of the author's meaning and direct suggestions are made for his improvement.

Part III is devoted to "Public Speaking." The physical, mental, and moral requirements for successful speaking are here discussed. Then follow chapters dealing with the preparation of the speech, the divisions of the speech, and the delivery of the speech.

Part IV contains sixty-eight selections for practice. These for the most part consist of extracts from orations, plays, and narratives, supplemented with metrical compositions. Among these we notice "Sparticus to the Gladiators," "Death of Little Jo," "The Star-Spangled Banner."

On p. 159 the author says "a man must be and not seem." It would not be too much to require him to "be" what he should be, and to "seem" to be that which he is.

In the discussion of "Concentration," "the practice of being interested is recommended as the best means of developing concentration." It would seem more rational to say that the practice of concentration is the best means of developing interest.

The minuteness of detail in some of the "suggestions" may be seen from the injunction, "If possible avoid using handkerchief." From "Examples of Gesture," we select a "one-hand supine-ascending" motion which the student is to make as he reads, "Away, oh, away, soars the fearless and free!" With "both hands supine-ascending" he reads, "Joy, joy forever, my task is done." In "Voice Culture," for purity, the student is enjoined, "With closed mouth hum a mental *maw*."

We read, on p. 188, "Committing to memory lines of prose and poetry

will do much to strengthen a weak memory." This should not excite too much hope in the student. William James, of Harvard, in his *Principles of Psychology*, Vol. I, p. 663, says: "No amount of culture would seem capable of modifying a man's general retentiveness."

One of the most helpful ideas is found in chap. viii. In speaking of the numerous shades of pausing, the author observes that they "must be determined by the thought, the occasion, and the speaker's intelligence."

The book is a suggestive and helpful volume, carefully planned with the idea of giving the learner a small amount of theory with a large amount of intelligent, directed practice. There are many cogent ideas succinctly stated. For example, "What the speaker sees in his imagination is likely to be shared by his auditors." "The speaker must test and criticize over and over again the work of his voice, gesture, and expression, until he is thoroughly satisfied as to its accuracy and dependableness." "The habitual use of language and manner of expression in daily conversation will greatly influence a speaker's style in public address." "Simplicity is characteristic of all great art." "Simplicity . . . [means] . . . sincere, direct and spontaneous effort." "In all successful oratory there must be a clearly defined aim and purpose."

The many valuable points brought to the student's attention are well worth the serious consideration of those for whom this book has been painstakingly prepared. The general suggestions on p. 214 are particularly useful.

WILLIAM P. GORSUCH.

THE UNIVERSITY OF CHICAGO

*The Teaching of Mathematics.* By J. W. A. YOUNG. New York: Longmans, Green & Co., 1907. Pp. xviii+351.

In the preparation of this book the author has kept in mind the prospective as well as the experienced teacher of mathematics. He has omitted the historical aspect of the subject and the presentation of model lessons to pupils, confining himself to illustrative use only of subject-matter. He has further restricted himself in the main to conditions as they exist in the United States. The book is comprehensive and stimulating throughout, and is perhaps the most helpful book on the teaching of elementary mathematics that has been published in this country. It ought to be in the library of every teacher of mathematics and of every school superintendent.

In the introductory chapter on the "Study of the Pedagogy of Mathematics" the author states that no antecedent work in the fields of psychology, philosophy, or logic is presupposed in what follows; and, indeed, there is an absence of sharp, clear-cut, psychological discussion of methods of teaching, in places where the reader would profit by it.

The chapter on the "Value of the Study of Mathematics" discusses the subject under four headings: Its utilitarian values; as a fundamental type of thought; as a tool for the study of nature; as exemplifying especially well certain important modes of thought. The discussion is comprehensive and forcible. The teacher will do well to read the chapter occasionally, and to read portions of it to his classes.